

THE EFL TEACHERS' CONSTRAINTS IN IMPLEMENTING CURRICULUM 2013

AN ARTICLE

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Abstract

The implementation of curriculum 2013 contains complex aspects and a high standard of national education target. Changing elements from curriculum KTSP into curriculum 2013 must be understood, adopted, adapted and manifested in the teaching and learning process by the teachers. The eight Standards of National Education as the guideline for the teachers in implementing curriculum 2013 are obligatory. These standards include (1) Standard of Content, (2) Standard of Graduation Competency, (3) Standard of Process, (4) Standard of Educator and Education Staff, (5) Standard of Facilities, (6) Standard of Management, (7) Standard of Finance, and (8) Standard of Evaluation or Assessment. However, there are constraints faced by English teachers at SMA Negeri 1 Bengkayang in implementing curriculum 2013. A case study was designed to solve this problem. There were three sources of data used in this research, namely documentation of curriculum 2013 of SMA Negeri 1 Bengkayang, interview and direct-observation toward the implementation of curriculum 2013 in teaching learning activity. The results establish that the common constraints faced by the English teachers were the standard of graduation competency, the standard of evaluation/assessment, the standard of process and the standard of facilities. One of the efforts that can be done in solving these teachers' constraints is by discussing the problems to the principal and the school community based on the constraints that they face. Moreover, the government as the authority responsible for the implementation of the curriculum has to give more training and guidance to the teachers.

Keywords: Curriculum 2013, Implementation, EFL Teachers' Constraints

The use of a new curriculum poses a range of challenges to teachers concerning the underlying assumptions and goals, the subject demarcations, the content, the teaching approach and the methods of assessment. These relate to both the teachers and the context in which the innovation is taking place. They include issues of time, parental expectations, public examinations, unavailability of required instructional materials, lack of clarity about curriculum reform, teachers'

skills and knowledge, and the initial mismatch between the teacher's residual ideologies and the principles underlying the curriculum innovation. Regulation also affected the successfulness toward the implementation of curriculum 2013 such as rigid scheduling time, reporting systems, and the administrative failure to recognize and understand its. Those are the possible constraints of teachers that hamper the effective teaching of English as a Foreign Language (EFL) in rural

areas at junior and senior high school levels.

In the academic year 2013/2014 many Senior High Schools (SMA) had implemented Curriculum 2013. In addition, in Bengkayang there were six SMA schools implemented curriculum 2013 as a pilot project. The curriculum 2013 substituted curriculum 2006 (KTSP) based on the government decree number 32 year 2013. The purpose of curriculum 2013 is to prepare the student to have high competency; core competencies consists of spiritual competence, social competence, knowledge, and skill (K1, K2, K3, and K4). Furthermore, curriculum 2013 is to prepare the students to encounter internal and external challenges in the current time and in the future.

There are four elements of changes that must be understood by teachers in the implementation of curriculum 2013. The elements of change in curriculum 2013 are: 1. Graduation competency standard, 2. Process Standard, 3. Content Standard, 4. Evaluation Standard. In SMAN 1 Bengkayang, the school that implements curriculum 2013, it is found that English lesson is scheduled twice a week or equal to 80 minutes a week. It is thus very contradicted with KTSP curriculum (four times a week). Moreover, the class setting is classified crowded, where almost all classrooms consist of more than 40 students each class. It is contradicted with the curriculum 2013 ruling that the number of student must be 28 to 32 students. Therefore, to implement curriculum 2013 is not easy as we thought. It is interesting to investigate the common constrains of English teachers in implementing curriculum 2013. This research was conducted based on the ministerial decrees number 81a year 2013 about the implementation of curriculum 2013. The purpose is to present the

common constraints of English teachers in implementing curriculum 2013 at SMA Negeri 1 Bengkayang and the teachers' efforts to deal with these constraints in implementing curriculum 2013. This writing is a case study, the data were taken using the document of curriculum 2013, interview, and direct-observation to the English teachers as the purposive sampling.

The curriculum of formal education is very essential because the curriculum is a set of overall activity for the teacher and school to carry out educational activities. Moreover, the curriculum facilitates the teacher to do all activities to achieve the target of learning. According to education ministerial decree number 20 year 2003 curriculum is a set of plan, management of goal, content and material as a map for teacher to run teaching learning process for any level of school. Badugela (2012:3) states that curriculum is the way content is designed and developed. The process includes the structure, organization, and balance of the materials. Generally, a good curriculum consists of plan, goal, content, time allocation and material. Specifically, a good curriculum consists of the following things; goal, content and sequence, needs, and evaluation of the course. Nation & Macalister (2010:13) states that the process of the curriculum design consists of environmental analysis, need analysis, application of principle, goal, content and sequence, format and presentation, monitoring and assessment, and evaluation. It implies that the curriculum shall become strong if these elements of the curriculum exist in it. Moreover, the teachers will be easy to carry out the teaching and learning process.

Curriculum 2013 is the newest curriculum for educational system of Indonesia. Curriculum 2013 is as the

revision of the curriculum KTSP. The structure of curriculum 2013 describes the conceptualization of curriculum content in the form of subjects, the position of the content/subject in the curriculum, content distribution / subjects in a semester or year, to learn loads and subject loads per week for each learner. Moreover, the curriculum structure of SMA/MA (Senior High School/ Islamic High School) consists of group of compulsory subjects followed by all learners, group of specialization subjects followed by learners according to their talents, interests, and abilities. The main purpose of this curriculum is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible and as positive contributors to the civilization. This

framework has been supported by Government Regulations Number 32 Year 2013 (The revision of Government Regulations Number 19 Year 2005 about the National Standards of Education). This rule is elaborated by the regulations of Minister of Education and Culture Number 67, 68, 69, and 70 on Fundamental Framework and Curriculum Structure from Elementary to Senior Secondary and Vocational Secondary School. Furthermore, curriculum 2013 is a curriculum of values that occupied by character building. The values can be tracked from the Core Competences, spiritual competence, social competence, knowledge competence and learning process through with spiritual, social and knowledge. The content of the curriculum 2013 can be seen in the following table.

Table 1
The Structure of Curriculum 2013 for SMA School level Grade X, XI, XII, and Time Allocation.

No	Subjects	Time Allocation per week			Note
		Class			
A	Group A (Mandatory)	1	2	3	
	Religion Education and Ethics	3	3	3	
	Pancasila and Citizenship	2	2	2	
	Indonesian Language	4	4	4	
	Mathmatics	4	4	4	
	Indonesian History	2	2	2	
	English Language	2	2	2	
B	Group B (Mandatory)				
	Cultural	2	2	2	*
	Health Education and Sports	3	3	3	
	Vocational Subject and Entrepreneurship	2			

Total Hours of subjects for A and B Per week		24	24	24
C	Group C (Interest)			
	The Academic Interest	18	20	20
Total Hours Jumlah jam pelajaran yang harus ditempuh per minggu		42	44	44

(*) = allowed to include local languages (Departemen pendidikan dan kebudayaan, 2013)

To achieve the target of the implementation of curriculum 2013 the teachers have to understand the paradigm of the curriculum. The paradigm is as the basic concept of learning in Curriculum 2013. The Paradigm of learning in curriculum 2013 can be seen in the intellectual discipline from the way a person views himself and environment which will influence the thinking (Cognitive), behavior (effective) and psychomotor (cognitive). Paradigm also means as a set of assumption, concept, value, and practice implementation in viewing reality in the same community, especially in intellectual discipline. Moreover, the concept of curriculum 2013, educator in the classroom conducts the process of learning not the teaching. Thus, teacher has a role as a facilitator and source of learning not merely as the source of teaching and teacher needs to be active in the classroom. However, the point of pressure is on the students' activeness not the educators'.

The process of learning in curriculum 2013 stands from several theories of learning. The theory of learning is used as a foundation of scientific approach. In curriculum 2013, the learning was performed by the students scientifically. It is because the learning is used to plant character values that is stated in KI-1 and KI-2. Besides that, learning process is also used to grow the learners' creativity as the end of Taxonomy Bloom which has already been

revised. Bahrudin and Nurwahyuni (2007:15-16 as cited in Fathurrohman (2015:8)) conclude several characteristic of learning, as follows:

- Learning is signed by the behavior change. It means that the result of learning can only be observed from behavior, from illiterate to literate.
- Behavior transformation is relatively permanent. This means that behavior change happens because learning in certain terms of time will be steady or not change.
- Behavior change must not be immediately observed as learning process going in, but as a potential, instead.
- Behavior change is a result of practice or experience.
- Experience and practice can strengthen the learners. Strength can be gained through difficult experiences and a lot of practice and they will give spirit or encouragement to change attitude.

Learning approach can be defined as a benchmark or our point of view toward learning process, which refers to a view toward the an occurring process where its characteristic is very universal. Learning approach used in curriculum 2013 is scientific approach. The implementation of scientific approach is expected to be the bridge of gold way of student development and to develop the attitude, skill, and knowledge of the students. In the approaching and working process, which fulfill scientific criteria, scientists

use inductive reasoning than inductive reasoning. Deductive reasoning is observing general phenomena and then to infer to a specific conclusion. On the contrary, inductive reasoning is observing phenomena or a specific situation and then to infer a conclusion in general. Gultig et al (2002:183) cited in (Badugela, 2012:4) state the implementation of the new curriculum did not merely involve the direct and straightforward application of plans. It was a dynamic organizational process that was shaped over time by interactions between projects, goals and methods and the institutional setting. In this case, the students acquire the knowledge by proposing the question to understand something. Sani (2015:51) says, inquiry is the process of thinking to understand something by proposing questions. According to NCCA (2005:18) the review of curriculum is to identify the extent to which the curriculum is successful in enabling teachers to provide quality-learning opportunities for children in the primary schools. The Information gathered through this review was used to ensure ongoing improvement of the curriculum at any school level for better education.

In implementing curriculum 2013 there were some requirements to succeed the program. Therefore, evaluation is needed to discover the success of the implementation of curriculum 2013. The constraints in education affect the teaching and learning process. the main constraints include facilities and equipment, funding, teachers' welfare, entry qualifications into teacher training program and crowded classrooms. The study concluded that constraints in the teaching and learning process could be found in some of the teaching and learning process components. These components were: learners, teachers,

materials, methods, media, time and space and supporting services. Moreover, the constraint of the curriculum implementation is to identify the success in enabling the teacher to provide the quality of learning. Some of senior high schools do not have facilities such as language laboratory, and lack of spacious rooms for the libraries. As the result, the teaching learning process could not be well performed. This condition causes the students lack of experience in listening and speaking skills, particularly the students of high schools who are seldom exposed to listening to native sound. As well as the importance of the language laboratory, library as a resource centre that provide both the materials and reading environments also plays an importance role. Library gives more time and space for students to use the book and other valuable resources in the library. According to Badugela (2012:21), adequate facilities such as classrooms, halls, libraries, laboratories and playing fields are the prerequisites for successful implementation of the New Curriculum Statement. Lemlech (1998:79) cited in (Badugela, 2012:21) stated that proper classroom with adequate air ventilation is conducive for learning and teaching. The availability of internet access becomes very helpful for teacher to go online learning. In other words, the school facilities play an important role in the discourse of educational activities. It is clear that facility can be formulated for educational field meaning that everything physical and material can facilitate the implementation of the teaching and learning process to mention teaching aids, textbooks, libraries, laboratory and everything that support the implementation of the teaching learning process.

Textbook is one of resources in developing learning materials. English textbooks still dictate the teaching and learning process. English textbooks seem to be essential requirements of school based on the curriculum in English lesson but it is not employed for effective performance of a real-world task or activity. The students learn English from textbooks in order to make them understand the lesson. the availability of the particular textbooks in the classroom is effective and efficient because they have suitable material levels (too difficult or too easy, too long or too short), and the relevance of themes. In contrast, the availability of the textbook is not aligned with the number of students in the classroom for instance, one book for two or three students which restrain the students to find out the information being discussed. Thus, the availability of textbook is also one of the constraints in applying Curriculum 2013.

The appropriate numbers of students in the classroom activities will influence the learning target. The minister of education stated on the decree number 41 year 2007, the ideal number of the students is 28 for SMA, 32 for junior and senior high school. For this reason the number of the students in the classroom is not only crucial for the arrangement of the students' seats but also for the group work or discussion. The placement of the students' seat allows the interaction between students, and between students and teacher. Having a large class prevents the students from spending an equal amount of time working with all students. The value of a large class is that it contains a diversity of students and learning styles that allows the use of various active and fun ways of teaching.

Assessment is administered after the teaching and learning process is

conducted since it is a means to know the achievement of the students for a certain period of teaching and learning activities in the classroom. According to minister of national education, decree number 66 year 2013 about the standard of assessment,

Standar Penilaian Pendidikan ini disusun sebagai acuan penilaian bagi pendidik, satuan pendidikan, dan Pemerintah pada satuan pendidikan untuk jenjang pendidikan dasar dan menengah. (The standard of Education Assessment is structured as a reference for educators, education unit, and the Government in the educational unit for primary and secondary education).

The purpose of the assessment of the student project is to measure the students' achievement in a certain period of teaching and learning activity. The way to assess the students can be accomplished through the teacher's report, portfolio and pre- and post-assessment. According to Agee (1998: 13), term-to-term assessments were based on more formal or more concrete evidence that reflected learning or achievement over time periods that might range from a week to a full term, e.g., a quarter or semester. Therefore, the assessment should incorporate illumination of processes rather than mere description of the outcomes. Hill & McNamara (2011: p.396) define assessment as "any reflection by teachers (and/or learners) on the qualities of a learner's (or group of learners') work and the use of that information by teachers (and/or learners) for teaching, learning (feedback), reporting, management or socialization purposes". According to Laborda & Litzler (2011: p.14), teachers spend a great deal of their time preparing their students for three main types of tasks:

filling in exercises related to language use, reading small texts (up to 500 words) and writing short essays (usually around 200-250 words).

Pedagogical knowledge refers to the specialized knowledge of teachers for creating effective teaching and learning environments for all students. According to Guerriero, (2012: p.4), conceptualizing teacher knowledge is a complex issue that involves understanding key underlying phenomena such as the process of teaching and learning, the concept of knowledge, as well as the way teachers' knowledge is put into action in the classroom. Moreover, Guerriero (2012:5) says that the pedagogical 'knowledge base' of teachers includes all the required cognitive knowledge for creating effective teaching and learning environments. Research suggests that this knowledge can be studied. According to Harden & Lilley, (2000: p.4) The question arises as to what is a good teacher. A good teacher can be defined as a teacher who helps the student to learn. Moreover, according to Harden et al 1984 cited in Harden & Lilley, (2000: p.4) Two concepts are based on the strategies of teacher-centered and student-centered education. Teacher-centered strategies are focused on the teacher as a transmitter of information, with information passing from the expert teacher to the novice learner. Student-centered strategies, in contrast, see the focus as being on changes in students' learning and on what students do to achieve this rather than on what the teacher does.

METHOD

This research is a case study that provides an in-depth understanding of the research question and discussion. Gay, Mill &

In recent years, the costs of providing and maintaining adequate school facilities have increased dramatically due to increasing enrollments, aging buildings, and reforms that require more classrooms, such as class size reduction. There are two limitations to analyze the financial standard to implementing the curriculum 2013: first, the estimation of the short-term impact of the lack of financial support and second the estimation of the long-term impact of trainees from different routes to explore whether teacher effectiveness relate to the method in implementing curriculum 2013 as the case in English lesson. The education ministerial decree number 19 year 2005 chapter 28 point 1, 2, 3, 4 and 5 state that a teacher has to have academic qualification and competency as the agent of change, moreover, a teacher also has to have the certificate of undergraduate (S1) degree. In point 3 a teacher must have four competencies, they are pedagogic, social, spiritual and professional competencies. It is implied that it is necessary for a teacher to have a certificate of undergraduate degree (S1) with a specific discipline knowledge. The chapter 29 point 4 number 19 year 2005 of ministerial decree supports this opinion. Therefore, the constraint of the standard of teacher and educational staff is not only caused by the pedagogic, professional, social, and spiritual competencies but also the qualification of the teachers' academic background.

Airasian, (2012: p. 445) says that case studies are useful when describing the context of the study and the extent to

which a particular program or innovation has been implemented. Nunan, (2009: p.165) says that the evaluative, which is a single case or group of case studied at such depth as the evaluation of policy or practice will allow (usually condensed filed work). This research is a single case study to investigate the common constraint faced by the teachers of SMAN 1 Bengkayang as a pilot project to implement the curriculum 2013. The steps to conduct this study are as follows; determining the research question, defining the case under study, determining the theory, determining the framework, and deciding a single case as the appropriate study of the research.

This research belongs to purposive sampling. (Gay, Mill & Airasian, 2012:448) say that in case study research, the most common form of sampling is purposive or purposeful sampling. Therefore, this research is the evaluative case study typology; the research was conducted to evaluate the implementation of new curriculum 2013. The data of a case study is qualitative data that could be taken from six sources of data collection technique. (Yin, 2009:99) says that there are six evidences as the source of data in a case study: documentation, archival records, interview, direct observation, participant - observation and physical artefacts. From the six sources of data collection technique, three principles were used as the data collection technique. Therefore, this research employed direct observation, interview and documentation as the technique of data collection.

The research instruments are to fill the research question of the study. There were many sources of data of case study. Yin (2009: p.99) says that there are six evidences as the source of data in case study: documentation, archival records,

interview, direct observation, participant-observation and physical artefact. According to Duff (2008: p.191) says that case study often involves many different sources of data such as interview transcript from students, teachers, and other stakeholders or participants, transcripts from recorded audio or video observation, test score, and other data collecting means. In this study, three research instruments from six sources of evidences were used namely: documentation, interview, and direct observation. These three tools were chosen due to the time limitation and the research budget.

Data is the essential raw material of any kinds of research. An inquiry process of understanding of the research is a boundary of the data collection and analysis. The three prevailing forms of data collection in this case study associated with the qualitative inquiry are documentation, interviews and direct-observation. The result of the analysis was described using descriptive analysis (general analysis) focusing on what to analyze (case priority). Yin (2009:126) explains that to overcome the analysis circumstance, every case study analysis should follow the general analytic strategy, defining priorities for what to analyze and why. In this case the procedure carried out by researchers in analyzing the data consist of analysis before in the field (planning), and analysis for in the field (conducting analysis of the evidence).

The term triangulation in research activities are generally well understood by some people and this term can only be found in a qualitative study as a validation technique to a study. The term triangulation is not only known as one of the techniques of data analysis and

qualitative data validation techniques, but also defined as a combination of research techniques of quantitative and qualitative research. Triangulation is an approach of essentially multi methods conducted by researchers during the study, collecting and analyzing data. The basic idea is that the phenomenon under an investigation

can be well understood in order to obtain a high level of truth if approached from various viewpoints. In short, the triangulation was utilized to formulate the conclusion of the data which was taken from the documentation, interview and direct observation.

FINDINGS

Data Interpretation from Documentation

The documentation was used as one of the source of data to answer the question of research, in this case the documentation toward the teachers who taught English lesson at SMAN 1 Bengkayang. There were three teachers as the participants in this study, they were chosen as the prospective participants

because they were teaching at grade tenth, eleventh and twelfth at SMAN 1 Kecamatan Bengkayang. Below are the brief descriptions of the finding from on the teachers' constraints in implementing curriculum 2013 of English lesson.

Table 2.
The Problems Encountered by the Teachers in Implementing Curriculum 2013
Based on Document 1 SMA Negeri 1 Bengkayang.

No	Standard of National Education	Factors	Teachers' Problem	Follow Up
1	Standard Content	of The rule is changed	To adapt and manifest the curriculum	Document Review
2	Standard graduation competency	of The Standaard of Graduation is High	Not all the teacher understand the essence of student graduation competency	MGMP and IHT
3	Standard proces	of The RPP (lesson Plan) from internet / book publisher were copied and pasted	The Teacher has diificulties in developing teaching material	MGMP
4	Standard educator and educational staff	of There is no significant constraint	There is no significant constraint	There is no significant constraint
5	Standard facilities	of 1. Conventional tools 2. Lack of book availability 3. No language laboratory	1. Difficult in teaching listening comprehension 2. Limited references for students	Using tape-recorder and copies of handout
6	Standard Management	of There is no significant constraint	There is no significant constraint	There is no significant constraint

7	Standard of Finance	of	There is no significant constraint	There is no significant constraint	There is no significant constraint
8	Standard evaluation	of	Time limitation	The System of evaluation is complicated	Revision, analysis and remedial

Data Interpretation from the Interview

Interview was taken to have deepest information or data from the participants of the research. Moreover, it is also used as the guarantee that the data is valid based on the fact. Below was the finding of the interview from the participants of the research.

The standard of content consists of structure of the subject of class tenth, eleventh and twelfth. Moreover, the standards of the content involved in the criteria of student's achievement are spiritual, social and skilled, as suggested by the education ministerial decree number 64 year 2013 about standard of contents. Therefore the school adopts and modifies the curriculum based on the school condition.

The standard of graduation competency is implemented based on the education ministerial decree number 54 year 2013 about standard of graduation competency for SMA school level. However, the teachers did not understand the essential of the standard of graduation competency. In this case the teacher did not understand the correlation between the standard of graduation competency and other standards like standard of content and standard of facilities and the other eight standards of curriculum 2013. As Participant 1 stated, "*... benar pak kami kesulitan memahami SKL, pusing kepala kami Terlalu banyak yang harus dipelajari karena berhubungan dengan standar-standar yang lain seperti standar isi dan sarpras*" (*... so true sir. We have problems to understand SKL. We got headache because there are too many stuff*

to learn relating to other standards such as the content standard and the facilities and infrastructure). It is because the standard of graduation competency was the most challenging among the eight standards of curriculum 2013.

In the standard of process, some constraints occur during the teaching learning process. The constraints were caused by the lack of facilities like the availability of language laboratory, the comparison of the availability of the English textbook not aligned with the number of students (1:1) in every grade. In the standard of education, the teachers of SMA Negeri 1 Bengkayang have a qualification of undergraduate degrees (S1 Level) 98% of total teachers, and 2% have a qualification of master degrees (S2 level). Moreover, the teachers could implement the teacher competencies namely pedagogic, spiritual, social and professional competencies.

There were two authorities of the standard facilities: first government authority concerning to the heavy equipment like language laboratory, library building, classroom, etc, second, school authority concerning to all activities to run teaching learning process. The teacher grade twelfth explained that the implementation of curriculum 2013 at SMA Negeri 1 Bengkayang is good because the curriculum facilitate the students to have more practice rather than theory. In the standard of management, SMA Negeri 1 Bengkayang used MBS (School based management) regularly. There was no constraint in the standard of

management, because the stakeholder supported the principal's choice in managing the school. Moreover, the standard of the school fee is decided by the students' parents, territorial and provincial government, and central government well known as BOS (School Operational Assistance Program). The school uses the financial budget accountably and transparently.

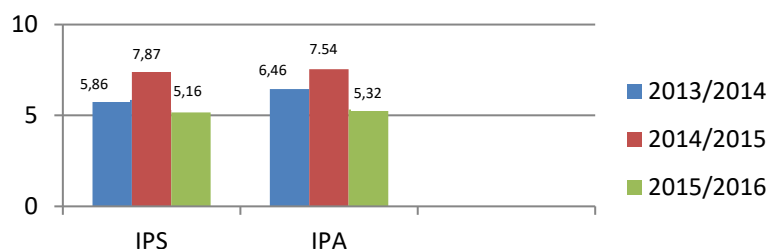
In the standard of assessment, the teacher grade twelfth explains that the teacher got difficulty in comprehensive assessment which starts from the entrance,

Data Interpretation from Direct Observation

Direct observation was the last source of data collection in this case study. Direct observation was implemented to the three teachers as the participants in this study, they were teaching at grade tenth, eleventh and twelfth at SMAN 1 Bengkayang. The observation was done during the activity of teaching and learning in the classroom. There is an instrument used in direct observation taken from the ministerial decrees number 64, 65, 66 year 2013, and ministerial decrees number 24, 19, year 2007 and 48 year 2008. Below are the findings on the teachers' constraints in implementing curriculum 2013 of English lesson.

processes, and exit (authentic assessment). The assessment done by the students themselves by comparing their relative positions were reflective and Portfolio-based assessment was aimed to assess the overall intensities learners. The standard of evaluation was related to the process of assessing the student's activity in the classroom. The teacher assessed the students by using variety of assessments relating to the theme or topic that the teacher taught.

The standard of evaluation relates to the process of assessing the students' activities in the classroom. The teacher assessed the students by using a variety of assessments related the theme, topic that the teacher taught. However, some constraints occurred during the implementation of curriculum 2013. The teachers did not analyze the cause of the students' test result, did not do the observation test of the field, and the last the result of the National Exam was not satisfactory. The mean score during those three years decreased. Bellow is the graphics of the mean score of the national exam.



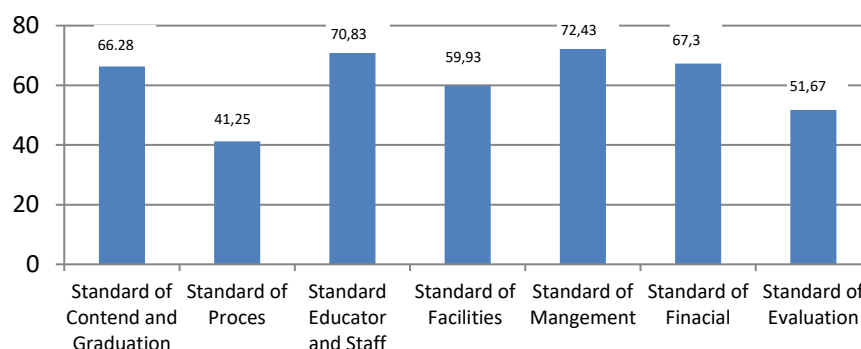
Graphic 1
The Mean Score of the National Exam.

Based on the graph of the national exam, in the academic year 2013/2014 the

means score of the achievement of the students was 5,86 for Social Science

program and 6,46 for Natural Science program. There was an increase between 2013/2014 to academic year 2014/2015, the mean score was 70,78 for Social Science program and 75,44 for Natural Science program which is classified good. However, there was a decrease between

academic year 2014/2015 and 2015/2016 from 70,78 decreasing to 51,56 for Social Science program and from 75,44 to 53,21 for Natural Science. It was assumed that the students faced problem in learning English. Below is the the intensity of the constraints faced by the English teachers.



Graphic 2
The Intensity Constraints of Implementation Curriculum 2013

From the graphics above, it shows that the highest intensity of the constraints goes to the standard of management, about 72,43% and the lowest intensity is the standard of process, around 41,25%. It means that the hardest constraint faced by the teachers is the standard of process showing by the very low observation result.

The second constraint is the standard of evaluation, about 51,67%. The third is the standard of facilities which is about 59,93%.

The Teachers' Efforts to Cope with the Teachers' Constraints in Implementing Curriculum 2013

The common constraints of the teachers were established in implementing curriculum 2013. There were many strategies to deal with the constraints depending on what constraint was faced. For example, to overcome the constraints on the standard of contents of curriculum

2013, standard of graduation competency, standard of process, and standard of evaluation/ assessment, the teachers made a group of discussion (FGD) to solve their problems.

Moreover, the teachers proposed to the principal and local government to give them more training and guidance in implementing curriculum 2013. Meanwhile, for the constraint of the standard of facilities, the teachers used tape-recorder to practice the students with listening comprehension.

In the standard of facilities, the teachers and the principal of SMA Negeri 1 Bengkayang were not provided with language laboratory. Language laboratory was very expensive and the school did not have enough budget to build the language laboratory. The teachers and the principal proposed to the local government to build the language laboratory. Similar with the

language laboratory, the school also had problem with the book availability, which was not aligned with the total number of the students of SMA Negeri 1 Bengkayang (1:1). Therefore, the teacher required the administration staff to copy the teaching materials. The availability of the English textbooks did not comply with the total number of students in each class. It becomes terrible and challenging for the teacher to teach English based on the curriculum 2013. Pei (2008) as Cited in Asgari (2015:p.126) stated:

The teachers all experienced challenges with the limitations of textbooks because they used textbooks to guide their instruction. They also found time constraints and class size were obstacles because there was too much teaching content to cover adequately in each class period and the implementing of tasks was time consuming.

The using of textbook causes the teachers spend less time making handouts and course books since they are ready to use. These textbooks also enable the students to demonstrate their ability that they improve their four skills while using course books.

CONCLUSION AND SUGGESTION

Conclusion

There are various constraints discovered from the finding of the study in implementing curriculum 2013 in SMA Negeri 1 Bengkayang. The finding was diverse between teacher of grade ten, eleven and teacher of grade twelve. Some factors that hamper the teaching and learning process become the constraints of the implementation of curriculum 2013. Below are the conclusions of the study. First, the standard of graduation competency was the most difficult standard to be achieved by the teachers. The second

For teachers, textbook or course books enable the teachers taught all the skills to their students. It is believed that teaching aids and facilities such as textbooks, visual aids, video projectors, smart boards and many others could improve teaching process. To help the teachers deal with the limitation textbook or other resources, the government has to provide the school facilities as mandatory in the curriculum 2013.

In the assessment process, the teachers seemed to partially implement the authentic assessment, as suggested in curriculum 2013. Changing the teachers' perspectives and mindset from the old or traditional view of English language teaching practice in the classroom to the new or modern pedagogic dimension would be an investment in successful implementation of curriculum 2013. Moreover, another root of the constraints dealt with the implementation itself. The outer constraints the teachers found during the implementation were related to the teaching facilities such as language laboratory and the inner constraints related to the Standard competency of graduation (SKL)

was the standard of evaluation/assessment. The other two last constraints were the standard of process and the standard of facilities respectively. The facilities of the school were not complete yet. There was no language laboratory, and the comparison of the availability of English textbooks was not aligned with the number of students (1: 1).

There was not a significant constraint on the standard of content of curriculum 2013, the standard of educator and education staff, and the standard of finance.

Suggestion

The school fee came from the student's parents, territorial, provincial and central government well known as BOS (School Operational Assistance program). The school used the financial aids accountably and transparently.

To cope with the teachers' constraints in implementing curriculum 2013, the teachers and the principal made a teacher alliance (MGMP) and sent proposal to the local government to fulfill the facilities of the school. Moreover, the teachers conducted service training.

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